



ADVISORY COUNCIL for the **EDUCATION** of **STUDENTS** with **DISABILITIES**

Annual Report
June 2005 - July 2006



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Introduction

According to state and federal guidelines this Advisory Council has responsibility annually to issue a report to the State Board of Education, the Governor and the State Legislature. Additionally, this report will be provided to the Tennessee Department of Education. The information contained in this report represents a period of a school year showing the progress made in programs for children with disabilities. It is the Advisory Council's intention to work with the Department of Education to ensure the provision of appropriate services for children with disabilities throughout the State of Tennessee. This is accomplished through...

- Reporting by the Department to the Council
- Council giving feedback to the Department
- Public input presented to the Council
- Experiences of council members, who represent consumers

Mission Statement

The mission of Tennessee's Advisory Council for the Education of Students with Disabilities is to ensure that all students with disabilities are provided with services and opportunities necessary to develop to their full potential.

Authority

Tennessee's Advisory Council for the Education of Students with Disabilities was established in 1972 and is required by Tennessee Code Annotated 49-10-105. This legislation states that the council "shall advise and consult with the Governor, the Commissioner of Education, the State Board of Education, and the Director of the Division of Special Education."

The Individuals with Disabilities Education Act (IDEA), § 1412(a) (21), requires that the state establish and maintain an advisory panel *for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state*. Regarding duties, the advisory panel shall:

- ❖ *Advise the Department of Education of unmet needs within the state in the education of students with disabilities;*
- ❖ *Comment publicly on any rules or regulations proposed by the state regarding the education of students with disabilities;*
- ❖ *Advise the Department of Education in developing evaluations and reporting data to the U.S. Secretary under Section 618;*
- ❖ *Advise the Department of Education in developing corrective actions plans to address findings identified in federal monitoring reports under this part;*
- ❖ *Advise the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and*
- ❖ *Advise the Department of Education in serving the needs of students with disabilities in adult prisons.*

PART ONE

COUNCIL GOALS AND DEPARTMENT ACTIVITIES

The following were goals established by the Advisory Council for July 2005 – June 2006. The activities described represent actions carried out by the Advisory Council for the Education of Students with Disabilities and the Division of Special Education (DSE) along with the Tennessee Department of Education (TDOE) related to the goals of the Council. Data reflecting the provision of special education and related services throughout the state is reported with associated council goals.

Council Goal 1: Promote improved student learning/progress.

COUNCIL ACTIVITIES

The Council received quarterly updates regarding progress being made toward improved student learning. These included but were not limited too, Closing the Achievement Gap Workgroup reports; Tennessee being recognized as one of five states leading the nation in Closing the Gap for students with disabilities; and significant increases in test scores for students with disabilities. It was reported that these successes are directly attributed to a change in attitude and philosophy in the local schools toward inclusion as an option for students. Several other practices were reported to have also impacted this goal such as, aligning the IEP more with the TN curriculum frameworks, differentiating instruction, and the use of accepted accommodations during the testing procedure.

DEPARTMENT ACTIVITIES

State Performance Plan: FAPE in the LRE

Program information provided to the U.S. Office of Special Education Programs (OSEP) included special education and related services delivered and student progress in general curriculum participation as part of the Individualized Educational Plan (IEP) along with graduation and drop-out rates for students with disabilities as compared to their non-disabled peers. Performance results for children with disabilities on statewide academic achievement tests can be found at: <http://www.k-12.state.tn.us/rptcrd06/index.asp>

The Department is developing a system to determine students' progress in early language/communication, pre-reading, and social/emotional skills of preschool children with disabilities receiving special education and related services with a target date of February 1, 2007. Data options are being developed through the General Supervision Enhancement Grant.

High school graduation rates for students with disabilities compared to non-disabled peers

Tennessee's graduates have a choice of three (3) different exit documents. There is the high school diploma, the high school certificate and the special education diploma. The high school diploma is awarded to students who (1) earn the specified 20 units of credit or satisfactorily complete an individualized educational program, (2) meet competency test or gateway examination standards, and (3) have satisfactory records of attendance and conduct.

The high school certificate is awarded to students who have earned the specified 20 units of credit and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

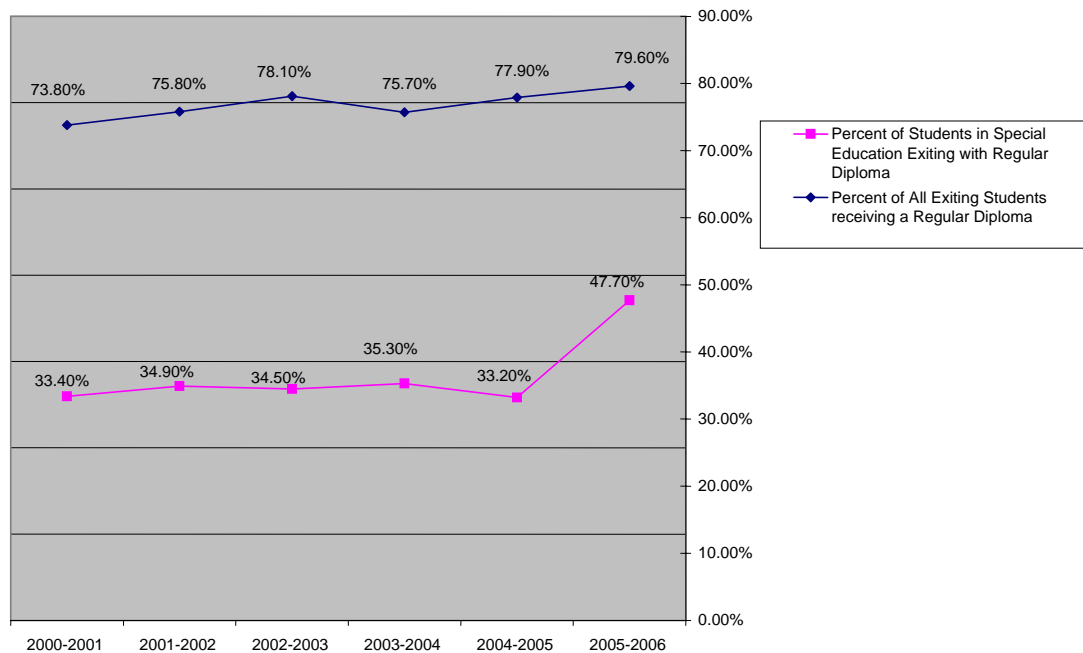
The special education diploma is awarded to students who have satisfactorily completed an individualized education program, and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The percent of all students exiting with a regular diploma is defined as the number of all students who graduated with a regular high school diploma divided by the number of students age 14 or older who left school with a regular diploma, with a certificate, or by dropping out. The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular high school diploma divided by the number of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age, or by dropping out. The calculation is the same for both regular and special education students. No Child Left Behind (NCLB) excludes GED completers from being considered as graduates.

As shown in Table 1.1, the percentages of general education students who are graduating with a high school diploma increased from 2001 to 2003 with a decrease shown for the 2003-04 school year and an increase for 2004-05 and 2005-06 while the percentages of students in special education exiting with a regular diploma showed a slight decrease from 2002 to 2003 with an increase for 2003-04, a decrease for 2004-05, and an increase for 2005-06. This significant increase is believed to be a result of: (1) extensive training for test accommodations and Gateway remediation courses offered by the LEAs, (2) LEAs focusing additional activities toward improving AYP where children with disabilities was a known subgroup and (3) the Department of Education focused on improvement in reading and closing the achievement gap for all students.

Table 1.1
Percentage of Students Who Graduated with a Regular Diploma
(Graduation Rate expressed as a percentage of students exiting)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Percent of All Exiting Students receiving a Regular Diploma	73.8%	75.8%	78.1%	75.7%	77.9%	79.6%
Percent of Students in Special Education Exiting with a Regular Diploma	33.4%	34.9%	34.5%	35.3%	33.2%	47.7%



Data sources documents: Tennessee's 2001, 2002, 2003, 2004, 2005, and 2006 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001 through 2006 school years; and Tennessee Department of Education 2004 Report Card, 2005 Report Card, and 2006 Report Card.

High School Dropout Rates for Students with Disabilities

Tennessee defines a dropout as an individual who (1) was enrolled in school at some time during the previous school year; (2) was not enrolled at the beginning of the current school year; (3) has not graduated from high school or completed a state or system approved education program; and (4) does not meet any of the following exclusionary conditions: (i) transfer to another public school; school system private school, or state – or system-approved education program; (ii) temporary absence due to suspension or illness; or (iii) death.

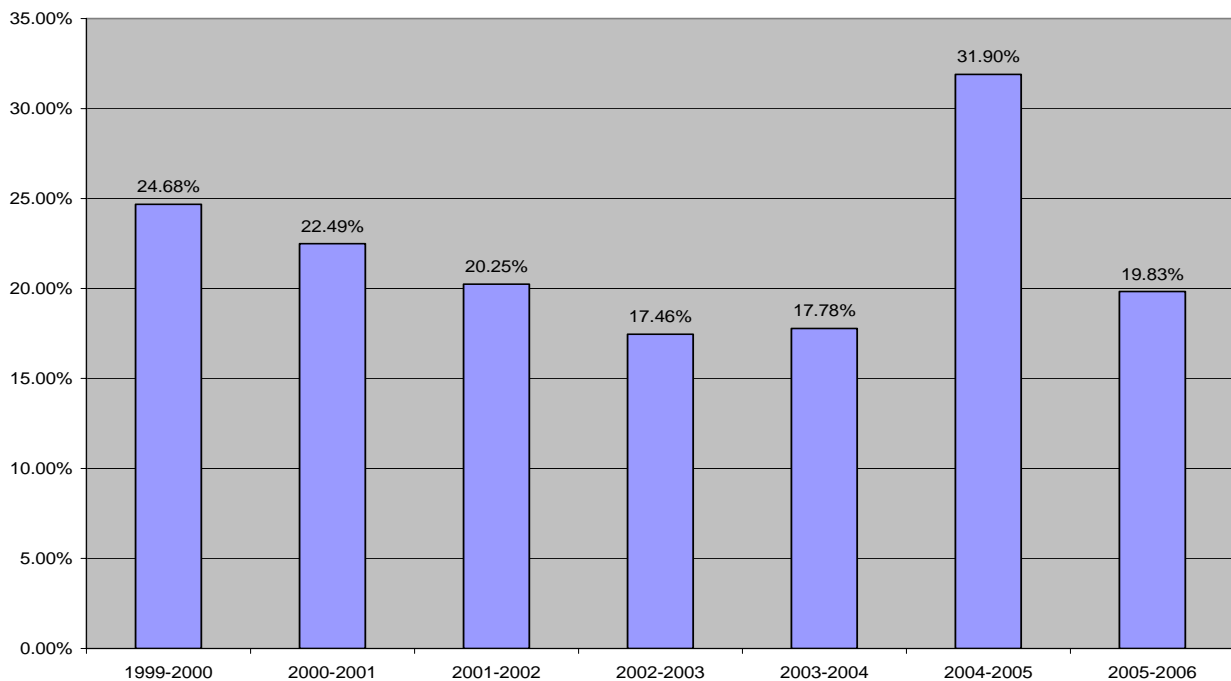
Tennessee calculates drop-out rates by event rate and cohort rate. Tennessee defines the event rate as the number of students in grades nine through twelve for the same year. The cohort rate is the percentage of an entering ninth grade class that has dropped out by the end of the twelfth grade. It is calculated by dividing the number of students in a graduating class, who dropped out of the four years they were in high school, by the class's ninth grade net enrollment. The cohort rate has been used for the drop-out calculation method for this plan.

For Table 1.2 below, percentages of students dropping out were calculated by dividing the number of students with disabilities 14 years old and older who dropped out by the number of students with disabilities 14 years old and older who graduated with a diploma, received a certificate, reached the maximum age for services, died or dropped out, then multiplying by 100.

Percentages for each school year were as follows: 24.68 in 99-00; 22.49 in 00-01; 20.25 in 01-02; 17.46 in 02-03; 17.78 in 03-04; 31.90 in 04-05; and 19.83 in 05-06.

Table 1.2

Percent of Tennessee Students with Disabilities Age 14 and Older Dropping Out



This was a significant increase in the drop out percentage in 2004-05 in comparison to the previous four years. This was primarily due to a change in the definition of drop-outs by OSEP. The category of students “moved, not known to be continuing” was counted as drop-outs beginning in 2004-05 where they had not been in the past. Prior to this there had been a steady decline in drop out rates over the last 4 years. In 2005-06 the percentage dropped to 19.83, an overall drop of 12.07% from the previous year’s high of 31.9%. Therefore, TN has met our target for the 2005-06 school year. This significant decrease is believed to be the result of better tracking by LEAs of students that have moved and extensive technical assistance (through phone calls and WebEx by the Office of Data Management). Training has been and will continue to be provided to special education and general education teachers on differentiated instruction, testing, accommodations, Response to Intervention (RTI), and reading in the content areas. The availability of career tech programming, work-based learning, credit recovery and Gateway remediation courses has been increased.

Council Goal 2: Promote expanded access to and quality of services to eligible students with disabilities to better prepare them for transition into their future environments.

COUNCIL ACTIVITIES

The Council was updated regularly on the progress of the increased focus on monitoring transition services both for students entering school and post school activities. The disproportionality study was also reviewed with the council in reference to over identified and under represented groups of students. Updates were also given to the Council by DSE staff on the process of collaboration with fellow agencies to both increase and effectively utilize federal grant monies.

DEPARTMENT ACTIVITIES

Child Count 618 Exit Data

Part C 618 Exit Data indicates a continued reduction in the number of children exiting Part C with Part B eligibility determined. A close review of the 618 data collection and reporting in 2003-04 revealed that the data for previous years had included duplication and some Part C personnel were reporting Part B eligibility as presumed, not based on documentation verification of eligibility. A new process was instituted for non-duplication of data and training was provided to personnel related to the requirement to verify Part B eligibility for reporting. Therefore, the 2002-03 data actually provided the “true” baseline data for this area. It is assumed that the continued reduction in the number of children reported as determined eligible for Part B is a result of the continuing improvement in the accuracy in data reporting.

Table 2.1
Child Count 618 Exit Data FFY 2003-2004

Total Number of Children exiting Part C at age 3 who were eligible for services under Part B

	2002-03	2003-04	2004-05	2005-06
Total # of children exiting Part C at age 3	2,190	3,923	2,480	2,293
Total # of children exiting Part C at age 3 who are eligible for Part B services	1,508	1,450	960	1,320
Percentage of children who exited Part C at age 3 who were eligible for Part B services	69%	37%	39%	57%

Through Part C Monitoring

Ninety-nine percent (99%) of children transitioning from TEIS had IEPs in place by age three, based on findings in a sampling of LEAs reviewed. The required percentage is 100.

The Early Childhood Transition area has been monitored in past cycles in the areas of parent training for transition from Part C to Part B, 90 day transition meetings, and community service information provided to families of non-eligible children.

Through Part C/Section 619 Analyses: Tennessee has considered ways in which data may be analyzed to answer SPP preschool transition questions when the state electronic database development is complete. One such analysis would involve the identification of children from the Tennessee Early Intervention Data System (TEIDS, ages 0-3) who turned three and who will continue to be tracked in the TN EasyIEP (ages 3-21) statewide electronic database.

Through Part B Monitoring

In the sampling of LEAs monitored across the state the total number of students referred prior to age 3 was 468, the total number not eligible was 124 and the total number eligible who had an IEP implemented by the third birthday was 341. This represents 99% of the total children referred. The target percentage was 100%

Those LEAs not attaining 100% compliance have written program improvement plans (PIPs). These plans will be reviewed during the 2006-07 school year for compliance/improvement in this area within one year of identification.

LEA by LEA analysis of the above: Forty two (42) LEAs representative of the state were monitored during the 2005-06 cycle. Of these LEAs, thirty four (34) had 100% compliance with this indicator and eight (8) did not. These LEAs included all demographic characteristics of the State.

Council Goal 3: Promote inclusive education services that meet the needs of all students regardless of their abilities and promote a sense of belonging and mutual respect for all students while affirming each student’s individuality.

COUNCIL ACTIVITIES

Department of Education staff provided reports to the Council pertaining to the continuing efforts of the Division to collaborate with other agencies to utilize federal monies for inclusion. They are also encouraging a team approach between the Special Education, General Education, and Career Technical staffs to improve the opportunities for inclusive environments for students.

DEPARTMENT ACTIVITIES

Early Childhood (aged 3 through 5) in settings with typically developing peers

The percent of preschool children served in early childhood settings December 1, 2004 was reported by NCSEAM to be 36%. Our target was to increase that percentage by 1% to 37% of children served in early childhood settings as reported in 618 data. Data from the 2005 December 1 Child Count reports 26% of preschool children in Tennessee are served in early childhood settings. Therefore, our target was not met. The number of preschool children with IEPs who received special education services in settings with typically developing peers was divided by the total number of preschool children with IEPs; then multiplied by 100. The numbers in the 2005-06 table below do not add up to 100% as some children were reported in two optional categories that are not included in the table.

Table 3.1
Summary of 2005 -06 Early Childhood Settings Data Compared to 2004-05

	Early Childhood Setting	Early Childhood Special Education Setting	Home	Part-time Early Childhood Special Ed Setting	Residential Setting	Separate School
2004-05	36%	n/a	n/a	n/a	n/a	n/a
2005-06	26%	51%	1%	8%	0%	4%

Children with IEPs (aged 6 through 21) educated with non-disabled peers to the maximum extent appropriate.

Table 3.2

Settings where children with IEPs receive special education and related services

A. Percentage of Children Removed From Regular Class Less Than 21%

	Total # of children removed < 21%	Total number of children with disabilities	Percentages
Grand Total	57,818	108,114	53.48%

B. Percentage of Children Removed from Regular Class Greater than 60%

	Total # of Children Removed > 60%	Total Number of Children with Disabilities	Percentages
Grand Total	15,879	108,114	14.69%

C. Percentage of Children Served in Combined Separate Facilities *

	Total # of Children in Combined Separate Facilities	Total # of Children with Disabilities	Percentages
Grand Total	2,047	108,114	1.89%

*Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Source: Data from Table 3 of the December 1, 2005 Federal Census Report. Percent of children with IEPs age 6 - 21.

This baseline data for the 2005-2006 school year was attained from Table 3 of the December 1, 2005 Federal Census Report which was submitted by all school systems. Data reflects that 53.48% of children with IEPs are removed from the regular class less than 21% of the day. The data also reflects that 14.69% of children with IEPs are removed from the regular class greater than 60% of the day. Finally, children served in combined separate programs, which include children with IEPs served in public or private schools, residential placements or homebound/hospital placements make up only 1.89% of children served. This falls well below the 2003-2004 National Baseline of 4.0%. (The national baseline data for 2004-2005 is not yet available for comparison purposes.)

The increase in the number of students outside the regular class less than 21% of the school day and the decrease in the number of students in the categories “outside the regular class greater than 60%” along with the significant decreases in students receiving services in public and private separate schools are primarily attributed to LEA efforts to provide students with disabilities greater access to the general curriculum. The implementation of the new state-wide special education student data system (EasyIEP®) by 135 of the 143 reporting LEAs also allowed the districts greater capacity to clearly report the provision of special services in regular education settings.

Of the 135 districts, 76 were writing their students’ IEPs using the new special education students data system, which clearly allows districts to delineate the type of service delivered from the location in which the service is delivered.

The other 59 districts continued using their previous standard method of writing students' IEPs which may or may not allow for the differentiating between service delivery type and location of service delivery (special education services labeled only as "inclusion" vs. being able to show specific service types being provided to students in a general education setting.)

The TDOE provides continued support for the model LRE for LIFE and RISE sites and other inclusive initiatives, making available and providing technical assistance to all LEAs needing this assistance, including:

- ✱ Utilizing model LRE for LIFE (Least Restrictive Environment for Living, Inclusion, Friendship, and Employment) and RISE (Restructuring Inclusive School Environments) sites for best practice to promote change in all school systems.
- ✱ Inviting all schools to participate in the LRE for LIFE and RISE Projects.
- ✱ Implementing statewide technical assistance to support programming for children having emotional and/or behavioral issues
- ✱ Continuing effort to promote inclusion in the general education setting by reviewing general education curriculum at the local level to ensure children with disabilities are included.

Council Goal 4: Promote increased quality and quantity of personnel serving eligible children and youth with disabilities.

COUNCIL ACTIVITIES

Quarterly updates were presented to the Council regarding TEACH TN and BASE-TN progress in recruiting and training professionals from other professions to pursue a career in teaching. Monitoring of pre service programs of Institutes of Higher Education sponsored by the Dept of Education was also discussed.

DEPARTMENT ACTIVITIES

Personnel Employed and Needed to Provide Special Education and Related Services for Children and Youth with Disabilities. School systems annually provide the number of personnel, including administrators, teachers, related services providers, paraprofessionals, and other providers, employed to meet the identified educational needs of all children with disabilities in the State ages 3-21. Data shows an increase in total personnel serving students with disabilities in Tennessee LEAs each school year.

Table 4.1

	School Year 2002-03	School Year 2003-04	School Year 2004-05	School Year 2005-06
Teachers – Ages 3-5*	388	467	423	894
– Ages 6-21	4,950	6,029	5,805	5,302
Other Special Education and Related Services Personnel	9,277	8,183	8,503	7,602
Total	14,615	14,679	14,731	13,798

Data Source: Report for Comprehensive Plan for Providing Special Education Services (OSEP Table 2)

*Some teachers in the “Teachers-ages 6-21” range are now counted in the “Teachers-ages3-5” range because they serve at least one student in the 3-5 age range.

Table 4.2
Teachers without proper licensing

	School Year 2002-03	School Year 2003-04	School Year 2004-05	School Year 2005-06
Waivers	273	239	202	175
Permits	375	340	196	165
Alternative & Interim Licensures	N/A*	315	464	317

*New category 2003-04

Waiver of Employment Standards – Permission granted to a local school system to employ one who holds a valid teaching license but does not have the appropriate endorsement. A waiver may be granted when the school system is unable to obtain the services of a qualified teacher for the type and kind of school in which the vacancy exists.

Permit to Teach – Permission granted to a local school system to employ one who does not hold a valid teaching license when the system is unable to obtain services of a qualified teacher for the type and kind of school in which the vacancy exists.

Alternative and Interim Licensures – Alternative A, C & E and Interim B Licenses are obtained through the TDOE upon meeting all applicable requirements.

Council Goal 5: Promote adequate special education funding and improving procedures for allocation of funds.

COUNCIL ACTIVITIES

TDOE staff presented to the Council the changes in funding allowances provided for the LEAs as part of IDEIA. The possibility of providing grants for specific focus based on areas of need was also presented. Making the Systems more aware of these changes and opportunities will allow the systems to more efficiently provide services to the children.

DEPARTMENT ACTIVITIES

There has been concern that the current state funding formula may provide financial incentive for more restrictive placements and programming (*Tennessee IDEA Continuous Improvement Plan, July 2002, Area of Concern XVII.A*). For the more restrictive placements, more funding is available; **however**, LEAs must contribute additional local funds. Therefore, it is not an incentive to place children in more restrictive settings for the purpose of additional funding. The legislature is currently reviewing the State funding formula and change is likely.

Table 5.1
Federal Funds Available for the Education of
Students with Disabilities

PROGRAM Source of Funds: Federal	2002-2003	2003-2004	2004-2005	2005-2006
Individuals with Disabilities Education Act, Part B Grant Funds	\$154,805,179	\$181,996,487	\$205,685,894	\$215,277,020
Individuals with Disabilities Education Act, Preschool Grant Funds	\$7,049, 034	\$7,005,401	\$7,009,209	\$6,955,848

Data Source: U.S. Department of Education Grant Award Notification

State Funds (BEP) – State educational funds are distributed under the provisions of the 1992 Education Improvement Act. LEAs are granted flexibility in the use of these funds and no specific dollar amount is earmarked for any program or activity.

The General Assembly mandated that the State Board of Education work with the Department in developing *caseload/class size* “averages” for special education. The Board developed a policy establishing *class sizes* April, 2002, which became effective in the 2003-2004 school year. A task force reviewed the implementation of this policy and considered recommendations for special education *caseloads*.

Council Goal 6: Promote improved state and local information management related to special education.

COUNCIL ACTIVITIES

A representative of Public Consulting Group (PCG), a private agency under contract working with the State to develop a statewide, web-based data management system, presented a detailed update on the Statewide Data Reporting System implementation. Currently phase 3 of 4 has been implemented.

DEPARMENT ACTIVITIES

State procedures and practices for ensuring collection and reporting of accurate and timely data. Tennessee provides LEAs with timelines for data collection with the federal reports – web-based for those LEAs who have chosen to participate, for others paper reports are submitted. The General Supervision Enhancement Grant (GSEG) supported the implementation of an effective Continuous Improvement Focused Monitoring System and Improvement Plan at the State level through the development of an integrated, student-level, locally-entered, web-based, and state-wide database of IDEA –eligible infants, toddlers, children and youth.

The Statewide Student Management System (SSMS) pilot phase began implementation during the 2004-2005 School Year. SSMS includes a complete Student Information System (SIS) and an integrated special education module, EasyIEP®. By having one integrated system, data will pass from the SIS to Easy IEP®

Council Goal 7: Promote enhanced communication among community, educators and stakeholders on special education services and policies.

COUNCIL ACTIVITIES

The Council received several updates on the enhancement of communication. The Council recognizes this will be an ongoing goal. The Annual Special Education Spring Conference emphasized “Best Practice”. Attendance was approximately 1400 and based on feedback the program was well received. There were also presentations from numerous groups currently operating systems to enhance communication among stakeholders.

DEPARTMENT ACTIVITIES

The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

Parent surveys: For the 2005-2006 school year, 35,603 surveys were sent to parents in the 42 systems monitored by the DSE. The number of surveys returned was 10,247 (29%) with no minimum response rate set. The number of parents who agreed that the schools facilitated their involvement was 9,425 (92%).

The “agreement” percentage of 92% was derived from calculation of a question on the survey which directly asked if the school facilitated parental involvement as a means of improving services and results for children with disabilities. Measurable and rigorous targets have been derived from these baseline results.

Due to the positive response rates by parents to the 05-06 survey, no Program Improvement Plans (PIPs) were written this school year.

Complaints: Parental Complaint data continues to be analyzed for trends and increasingly used as a data source for assessing LEA training needs. Complaint logs now contain fields specifically for concerns about Parent Training/ Access to Information. The complaint resolution process is now requiring more specific corrective action plans. The technical assistance offered in that resolution more frequently recommends parent and staff training activities. A new LEA technical assistance manual on Parent Complaints was distributed spring of 2004.

Collaboration Collaborates with and provides support for Leaders in Education Networking for Kids (L.I.N.K.) whose goals include training parents of students with disabilities on the special education process and be able to advocate for their own children’s education.

PART TWO
STATISTICAL INFORMATION

NUMBER OF STUDENTS WITH A DISABILITY

The table below contains data on numbers of children with disabilities served by the local school systems as of the end of the school year by rank with comparisons of the past four school years.

	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006
Specific Learning Disability	61,276	59,026	57,531	51,099
Speech or Language Impairment	38,906	39,130	36,483	35,140
Mental Retardation	15,983	15,408	14,610	13,530
Intellectually Gifted	19,924	20,282	19,810	16,214
Other Health Impairment	12,420	13,062	13,207	12,652
Developmental Delay	6,457	6,719	6,520	6,957
Emotional Disturbance	5,334	5,232	4,711	4,281
Other (Functionally Delayed)	4,510	4,530	4,351	4,410
Multiple Disabilities	2,119	2,067	1,916	1,987
Orthopedic/Physical Impairment	1,264	1,240	1,204	1,098
Hearing Impairment	1,272	1,247	1,207	1,511
Autism	1,883	2,293	2,223	2,892
Visual Impairment	623	671	649	615
Deafness	391	410	182	160
Traumatic Brain Injury	316	323	308	303
Blind	286	284	192	182
Deaf-Blindness	4	6	5	5
TOTAL	172,968	171,930	165,109	153,036

Data Source: End-of-Year Report for Comprehensive Plan for Providing Special Education Services

Note: This is a **cumulative** count of **all** children served in special education during the school year.

**STATUS OF SERVICE FOR
STUDENTS WITH DISABILITIES
October 2002, 2003, 2004 & 2005
(Reported to State Chancery Court)**

CHILDREN WITH DISABILITIES

	2002	2003	2004	2005
Receiving Appropriate Services				
Receiving full special education/support services	144,681	141,530	133,546	129,642
Enrolled in private program at choice of parent and at parent's expense, with special education services provided by LEA	523	623	619	629
Receiving Less Than Appropriate Services				
Receiving some special education, but less than recommended service	89	37	5	11
Enrolled in school, recommended for special education but not receiving and special education services	210	257	98	101
Not enrolled in any educational program	240	218	157	129
Children Suspected to Have Disabilities				
Referred but not evaluated on October 1	3,923	4,139	3,871	3,902
Evaluated but not yet determined eligible/not eligible on October 1	2,378	2,040	1,957	1,879

Note: These numbers are as of October 1, 2002 through 2005 and will not be the same as the End-of-Year figures. The status of service for students with disabilities for October 1, 2005 will be reported in the next annual report.

Data Source: October Report for Chancery Court in the Case of Val Rainey vs. the Tennessee Department of Education.

ADVISORY COUNCIL MEMBERS

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